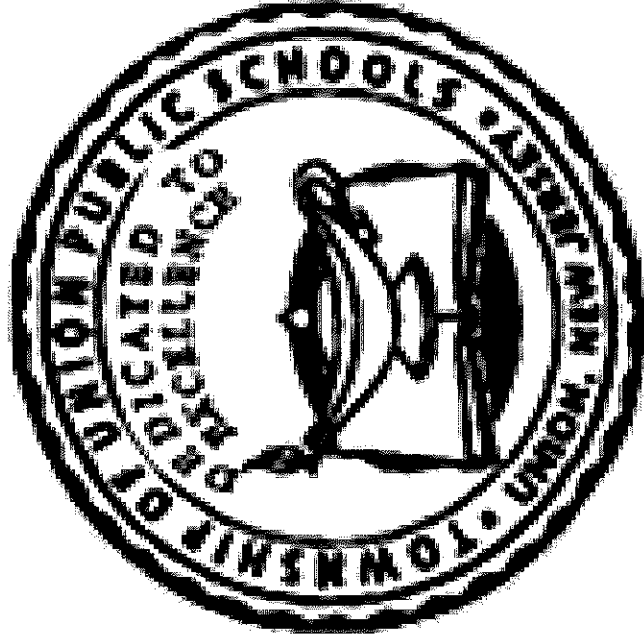


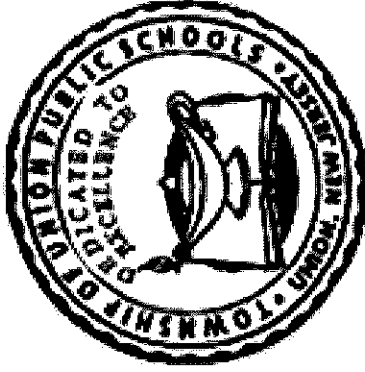
**TOWNSHIP OF UNION PUBLIC SCHOOLS**



# **GRAPHIC DESIGN & COMMERCIAL ARTS 1**

## **Curriculum Guide**

Curriculum Guide Approved June 2015



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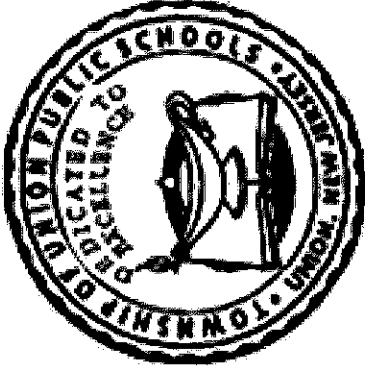
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## DEPARTMENT SUPERVISORS

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Mathematics/Science 3-5 .....	Ms. Theresa Matthews
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# ***Graphic Design & Commercial Arts 1***

**Curriculum Committee Members**

**Stephen March**

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## **Mission Statement**

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## **Statement of District Goals**

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principles.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**



## **Course Description**

### **GRAPHIC DESIGN & COMMERCIAL ARTS 1**

This course is designed to introduce the students into the world of design and visual communications. This course will help the students understand the role of graphic arts in our daily lives and network industries. This course introduces students into many aspects of the graphic arts and visual arts fields through an immersion in a curriculum which embraces computer skills and technologies while still emphasizing hands on and traditional learning skills. Safe and orderly lab practices and work habits are closely monitored and emphasized. Students will become familiar with the skills of thumbnail sketching, layout and design, package design, multi texture designing, computer graphics, dimensional model making, various methods of silk screen printing and career opportunities in the graphics industry. Students taking this course will also become familiar with the history of graphic design and commercial arts field, the principles of graphic design, graphic design trends, layout procedure and the correct use of fonts, type styles and visual aesthetics. Additionally students will use various traditional art media, terminology and computer software employed by graphic design artist throughout the industry. As a result of taking this course students will have a strong design sense and a high level of competency in using industry related technology. Graphic Design and Commercial Arts One is a prerequisite to Graphic Design & Commercial Arts 2,3 & 4. This course meets the criteria to help fulfill the mandatory art requirements at this school.

## **Recommended Textbooks**

Graphic Communications, The Printed Image, Purst, Z. A.  
Goodheart-Wilcox Publishing  
Revised 1994, 1999, 2004

### **Course Proficiencies**

#### **Students will be able to...**

- Understand the importance of graphic design & commercial arts in society
- Understand the role of a graphic designer
- Understand basic design and layout techniques
- Understand basic computer skills to aid in design and layout preparations
- Describe various methods used in layout and design
- Have an understanding of sketching and layout marks used in designing
- Arrange components of fonts and type and illustrations onto boards
- Understand basic knowledge of forms and their differences
- Have an understanding of graphic design and commercial arts terminology
- Understand measurements and basic math skills relating to layout/designing
- Have the ability to create stencils, ilano and thermal films for screening
- Produce multi-dimensional art work/modeling
- Follow classroom and safety requirement

## Curriculum Units

Unit 1: Introduction to Graphic Design & Commercial Arts Scope of the industry Tool equipment and safety regulations	Unit 2: Thumbnail sketching Lettering Measurement & Layout
Unit 3: Principles of layout & design Typography Body Type Clip art/style & formatting	Unit 4: Type and page composition Balance & contrast Copy fitting Comprehensive layouts
Unit 5: Silk screening Stencil screening Thermal silk screening Hand cut Ilano screening	Unit 6: Dimensional designing Color & values Career opportunities

## Pacing Guide- Course

<u>Content</u>	Number of Days
<b>Unit 1:</b> Introduction to Graphic Design & Commercial Arts & Safety Requirements	2 weeks
<b>Unit 2:</b> Thumbnail sketching, lettering, measurement, rough layouts	6 weeks
<b>Unit 3:</b> Principles of layout & design, typography, body type, clip art, style & form	8 weeks
<b>Unit 4:</b> Type and page composition, balance and contrast, comprehensive layout	7 weeks
<b>Unit 5:</b> Silk screening, stencil screening, thermal silk screening, Ilano silk screening	8 weeks
<b>Unit 6:</b> Dimensional designing, color and values, career opportunities	8 weeks

## Unit 1:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Why is following safety rules important in this classroom?</p> <p>Why is graphic arts important to society?</p>	<p>Promote safety in the classroom, help the students feel comfortable using tools, recognize the importance of safety</p> <p>Identify reasons you feel graphic arts plays an important role in everyday living</p>	<p>Instruct students in the care of all material Post safety awareness literature</p> <p>Create a list of examples &amp; create a montage made of various graphics</p>	<p>Oral discussions Printed materials Safety quiz</p> <p>Oral discussions Classroom review Individual assessments Worksheets</p>
<p>What are some of the basic tools and vocabulary that re standard in the graphic arts industry?</p>	<p>Identify tools and terminology used in the graphics industry on a daily basis</p>	<p>Make a vocabulary list using various graphic terms. Clip art work that identifies tools of the graphic trades</p>	<p>Written assignments Oral discussions Quiz Open ended questions</p>
<p>How do you determine what makes print work successful?</p>	<p>Students describe and study logos and trademarks they like</p>	<p>Take an existing logo and transform it into your own creation</p>	<p>Teacher evaluations Written assignments Classroom displays discussions</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
Why is communication important?	Explain why graphic arts drives the economy and how it effects the way people relate to the economy	Suggest oral discussions with differentiated activities to stimulate awareness of how designs can change the perspective of packaging and signage	Oral discussions Written assignments Class participation Teacher evaluation
Describe the impact the computer has made and will continue to make on the graphic industries	Explain how new technology alters the shape and quality of printed materials. Discuss recent advances in graphic technology	Students will create traditional hand cut illustrations and duplicate them using computer software	Written assignments Teacher evaluation Oral discussions Class participation Classroom displays
Explain ways to reduce paper waste for environmental compliance	Analyze the impact of paper waste in our society and ways to reduce both paper and chemical waste	Create a graphic showing the cycle of paper from manufacturing to recycle.	Oral discussions Written assignments Classroom participation Classroom displays Quiz
Explain areas where graphic design is a necessary part of the everyday landscape	Have students become aware of the value of informative graphics and the necessity to everyday living	Have students create a poster displaying various street signage and informational graphics	Written assignments Teacher evaluation Oral discussions Classroom activities

**Unit 2:**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Explain the value of good thumbnail sketching</p>	<p>Students will be able to create and identify simple thumbnail sketches and explain the importance of the sketch in the design process</p>	<p>Create several thumbnail sketches and determine what the elements are that make it successful</p>	<p>Written assignments Teacher evaluation Oral discussion Student demonstration</p>
<p>Describe the point system of type measurement</p>	<p>Familiarize the students with the standard industry guides to measurement</p>	<p>The students will compare type sizes and metric measurements against US conventional measurements</p>	<p>Written Quiz Worksheets Teacher assessment Oral discussion</p>
<p>Identify standard grades of paper and basic paper sizes</p>	<p>Be able to distinguish different grades of paper for various applications</p>	<p>Students will prepare charts that identify paper by weight, thickness and brightness</p>	<p>Quiz Teacher evaluation Classroom displays Oral discussion</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/Is)	Activities	Assessments
Describe the development of type styles	Explain how different type styles were created and how they became popular	Students will experiment with creating their own simple type style using existing fonts for inspiration	Oral discussions Teacher observation Class assignments Class displays
What are some common layout type styles and sizes used in a standard page layout?	Recognize the value of selecting the proper fonts and sizes to create good copy	Create a page layout on computers demonstrating various font and image sizes	Written assignments Teacher evaluation Class discussions Worksheets
What are the differences between a family, a series and a font of type?	Be able to identify what makes up an entire catalog of a particular type style verses a few selected fonts	Catalog an entire series of type faces and print out samples of various weights and font styles related to the series	Quiz Oral discussions Student demonstrations Teacher assessments
Summarize how the computer has increased the capabilities of typogr	Explain the influence the computer has had on the evolution of typography	Write an essay describing how computer generated materials has enhanced the graphic design & commercial arts industries	Written essay Teacher assessments Class discussions Worksheets



### UNIT 3

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Summarize the role of the graphic designer</p>	<p>Explain the role of the graphic designer and the responsibilities and duties that go along with that position</p>	<p>Students will research on computers and text books various skills and tasks a graphic designer will perform</p>	<p>Oral discussions Written essay Brainstorming</p>
<p>Explain the basic elements of design</p>	<p>Students will be able to discuss and demonstrate in detail the basic elements of good design</p>	<p>Students will create a poster using prior knowledge to demonstrate proficiency in understanding basic design elements</p>	<p>Project evaluation Written assignment Teacher evaluation Classroom discussions Classroom displays</p>
<p>What are the elements that make up good design</p>	<p>Students will be able to identify how mixing various fonts and graphics can increase customer awareness to a package design</p>	<p>The student will create a series of thumbnail sketches that demonstrate a knowledge of graphic competency</p>	<p>Project evaluation Teacher assessments Quiz Student project</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<p>What factors determine how a layout design is developed?</p>	<p>List and describe all of the elements that go into developing a design or layout</p>	<p>Create a list of elements are essential to any layout</p>	<p>Teacher evaluation Written quiz Worksheets Discussions</p>
<p>How is clip art used to enhance a publication or layout?</p>	<p>Students will demonstrate several ways in which clip art can add dimension and interest to printed materials</p>	<p>By using computers students will create a series of pages with and without clip art and evaluate the differences between each</p>	<p>Written assignment Discussions Teacher evaluation Student project</p>
<p>What are some styles and formats that are commonly used in publication?</p>	<p>Student will be able to identify popular typography faces and various styles of layout used in print</p>	<p>By using computers students will print out several styles of fonts and illustrations and give examples of where these are commonly used</p>	<p>Quiz Oral discussions Worksheets</p>
<p>How can different type styles influence a buyer to make a decision when purchasing package goods?</p>	<p>Students will become aware of how people react to different styles of graphics</p>	<p>Students will assemble a series of different type styles and discuss with the class how each student perceives and reacts to particular font styles</p>	<p>Discussions Worksheets Student demonstrations Student designs</p>

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**Unit 4:**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
Identify the techniques and materials associated with type composition	Have the students understand the various methods and materials that make up a composition	List a variety of different materials used in composition. Give examples of how these materials change over the years	Written quiz Written assignment Oral discussions Teacher evaluation
How has type composition changed over the years?	Introduce students into the history of typesetting	Have students use computers and text books to gather information on type history. Oral discussions and visual presentations within the class	Written quiz Oral discussions Worksheets Teacher evaluation
What is relief printing?	Create an understanding between relief printing and other types of printing available to the graphic design & commercial arts industries	Have students illustrate various examples of relief printing and how & when it was used in the graphics industry	Teacher evaluation Student demonstration Written assignment Worksheets

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
What are the duties of a proof reader	Create an understanding of the importance of good language and error free copy	As a quiz have the students read and correct copy using proof readers symbols	Written quiz Teacher evaluation Group discussions Worksheets
What is the role of the paste up artist?	The student will learn the duties and responsibilities of the paste up artist	Have the students write an essay on the value of a good paste up artist and the important role they play in the graphic arts community	Written assignment Oral discussions Quiz
What elements can a good paste up artist use to create an appealing advertisement?	Understand the various techniques in which an artist can enhance printed materials	Students will create a mechanical paste up using prior knowledge of good design elements	Station activities Teacher evaluation Oral discussions Classroom displays
What are the correct steps used in laying out headline, body copy and illustrations onto a board	Student will understand the procedures to correctly assemble graphic elements and how to arrange them into a graphic layout	Students will use type, clip art to assemble a series of layouts for various advertising scenarios	Station activities Quiz Teacher evaluation Written assignment Worksheet

**Unit 5:**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are some common application for silk screening?</p>	<p>Student will identify different types of screening and list applications where they work best</p>	<p>Research the history of the screening industry. Discuss areas where silk screening can impact your lives.</p>	<p>Written quiz Oral discussions Essay Worksheets</p>
<p>How do you choose the proper screen for a particular operation?</p>	<p>Students will identify various grades of screening materials and become familiar with how they react on specific surfaces</p>	<p>Select several different grades of screens and assemble onto frames and screen images onto a variety of materials</p>	<p>Station activities Oral discussions Teacher observation Quiz Worksheets</p>
<p>How do you prepare a hand cut stencil?</p>	<p>Students will demonstrate how to select materials and measure and cut to sizes</p>	<p>Students will design an image and select the proper tools and materials to adhere the image onto a screen</p>	<p>Station activities Teacher observation Worksheets Oral discussions</p>
<p>How do you attach fabric to a wooden frame</p>	<p>Properly be able to adhere silk screening to wooden frames</p>	<p>Students will each cut and stretch silk screen fabric to attach by rope method to a wooden frame</p>	<p>Station activities Teacher assessment Worksheets Student project evaluation</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
How do you prepare a thermal silk screen?	Understand the tools, procedures and materials necessary to correctly assemble a thermal silk screen	Students will prepare a thermal silk screen by observing a demonstration and answering a series of written questions	Written quiz Worksheets Student demonstration Oral discussions Teacher observation
When is an iliano hand cut screen used?	Understand the differences between hand cut and thermal screening	Students will assemble materials and tools and design and create a simple hand cut silk screen	Student project Quiz Worksheet Teacher observation
What are the proper applications for each type of screen process printing?	Be able to differentiate between the various types of screening and which application best suits a particular job.	Assemble several types of screens and identify which screen is most successful doing a particular operation	Station activities Student project Worksheet Quiz
How can silk screening benefit a high school student ?	Identify various areas in your life that will benefit you by learning how to become a silk screen artist	Silk screen a shirt or other garment that promotes a sport or activity at a high school	Station activities Student project Teacher observation Worksheet

**Unit 6:**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Explain how we perceive colors and why it is important to graphics</p>	<p>The student will understand the importance of color selection and the relationship to design</p>	<p>The students will put together color combinations and add them to various printed materials and determine which image has the best graphic appeal</p>	<p>Written quiz Station activities Teacher observation Worksheets</p>
<p>Why is it important to be able to create a dimensional design for a client?</p>	<p>Create an understanding of three dimensional modeling/prototyping and the role it plays as a marketing tool</p>	<p>Students will work in various mediums and create simple dimensional logos</p>	<p>Station activities Worksheets Student projects Teacher observation</p>
<p>How do you use a color wheel?</p>	<p>Understanding the color wheel and the difference or relationships Between primary and secondary colors</p>	<p>Draw a simple color wheel and list the primary, secondary and tertiary colors</p>	<p>Station activities Worksheets Teacher observation Quiz</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
How can photography enhance or change a layout?	Students will be able to describe ways in which photography can enhance or crowd an illustration/copy.	Students will add photographs to a copy board	Teacher observation Station activities Worksheets Oral discussions Student projects
What are the main parts of a digital camera?	Students will understand the parts of a camera and its proper operations	By observation and printed materials students will understand how to photograph various elements to ad to an advertisement	Station activities Quiz Teacher observations Oral discussions Worksheets
What are some jobs that are available within the graphic design & commercial arts industry?	Students will become aware of job opportunities upon completion of graphic arts courses	Students will use computers, observations and networking to gather information on various careers in the graphics industry. Students will select a career and write an essay describing why they feel this is a good career choice for them.	Oral discussions Essays Teacher observations Group discussions



**New Jersey Core Curriculum Content Standards**  
**Academic Area**

**Standard 9.1** describes the skills that prepare students to fully engage in civic and work life. The standard includes six strands which reflect the Framework for 21<sup>st</sup> century Living

Critical thinking and problem solving  
Creativity and innovation  
Collaboration, teamwork and leadership  
Cross-cultural understanding and interpersonal communication  
Communication and media fluency  
Accountability, productivity and ethics

**Standard 9.3** describes the skills that prepare the students for career pursuits and lifelong learning. Three standards in 9.3 reflect requirements outlined in NJ Administrative Code (N.J.A.C 6A:8-3.2)

Career Awareness (Grades K-4)  
Career Exploration (Grades 5-8)  
Career Preparation (Grades 9-12)

**Standard 9.4 Career and technical education** describes knowledge and skills that prepare students for post secondary education, training and employment in a chosen career path. Standard 9.4 applies only to high school students enrolled in career and technical programs.

9.4.12.C1	9.4.12.C5	9.4.12 C9	9.4.12.C13
9.4.12.C2	9.4.12.C6	9.4.12 C10	9.4.12.C14
9.4.12.C3	9.4.12.C7	9.4.12 C11	9.4.12.C15
9.4.12.C4	9.4.12.C8	9.4.12 C12	9.4.12.C16

**New Jersey Scoring Rubric**

**Performance Indicator**    **Poor-Grades 64-69**    **Basic- Grades 70-79**    **Proficient-Grades 80-89**    **Advanced-Grades 90-100**

<b><u>Basic Skills</u></b>	Does Not Follow Directions	Shows some skills	Shows Good Intent	Complete Understanding
	Not Meeting Expectations	Barely Average Grasp Of Content Limited Motivation	Follows Directions & Requirements Follows Requirements	Exceptional Skills Meets All Expectations
<b><u>Creativity Level</u></b>	Little Evidence or No Creativity	Shows Some Originality And Content	Includes Some Unique Ideas	Very Motivated Shows Creativity
<b><u>Effort and Perseverance</u></b>	Does Not Use Basic Principles Of Design Work incomplete No Effort Poor Time Planning	Uses Limited Knowledge Learned In Class Little Effort In Work Work Completed Work is Rushed/Sloppy	Applies What Was Learned In Class Work Completed With Good Effort Meets all Requirements	Meets All Expectations Highly motivated Includes Unique Ideas High Motivation Exceeds Requirement
<b><u>Social Skills &amp; Cooperative Learning Groups</u></b>	Disruptive in group Argumentative Disinterested	Seldom Contributes Mostly Uncooperative Minimum Team Effort	Good Interest Contributes to team Cooperative	Always Contributes Organized Highly Motivated
<b><u>Content/Organization &amp; Planning</u></b>	Disorganized Lack of Planning Uncertain Focus	Little Effort Adequate Organization Minimal Planning Skills	Good Strategies Well Organized Creative In Content	Exceptional Focus Highly Organized Exceeds Criteria

